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ABSTRACT

The Secondary School Follow-Up Program provides a picture of the postsecondary activities and attainments of graduates of secondary schools for the deaf. Also provided is an ongoing look at graduates' activities for those classes graduating in 1963, 1973, 1979, 1981, and 1983. A total of 616 respondents completed questionnaires. Results indicate that deaf secondary graduates are pursuing postsecondary education at increasing rates. The percentages of graduates earning degrees generally, and in technical areas relating to business and computer science specifically, continue to rise. Greater percentages are reporting jobs in the "Managerial and Professional Specialty" group of occupations. Still, male graduates continue to be employed most often as operatives, and the majority of females are employed within the "Technical, Sales and Administrative Support" category. College graduates continue to have labor market advantages over other workers generally, with higher salaries, lower unemployment, and higher labor force participation rates. Labor force participation rates were improved over the previous annual survey, though the earnings discrepancy between respondents and workers nationally widened. Most common ways to find jobs were direct application or an interview with an employer. Respondents expressed positive feelings overall about their jobs. The appendixes provide a list of schools and programs in which students have enrolled and/or earned degrees, as well as the questionnaire. (JDD)

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SECONDARY SCHOOL GRADUATE FOLLOW-UP PROGRAM FOR THE DEAF

TO IDENTIFY THE CURRENT COMPARATIVE STATUS OF GRADUATES IN
EMPLOYMENT, OCCUPATIONS, INCOME, AND CONTINUING EDUCATION

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Secondary School Graduate
Follow-Up Program
for
the Deaf

Fifth Annual Report
1984

Janet MacLeod-Gallinger

Division of Career Opportunities
Rochester Institute of Technology
National Technical Institute for the Deaf

Participating Programs:

1. American School for the Deaf
2. Arizona State School for the Deaf and Blind
3. Atlanta Area School for the Deaf
4. California School for the Deaf, Fremont
5. Dallas Regional Day School for the Deaf
6. Florida School for the Deaf and Blind
7. Hinsdale South High School, Hearing Impaired Program
8. Idaho State School for the Deaf
9. Illinois School for the Deaf
10. Louisiana School for the Deaf
11. Maryland School for the Deaf
12. Mill Neck Manor Lutheran School for the Deaf
13. Minnesota School for the Deaf
14. Mississippi School for the Deaf
15. Model Secondary School for the Deaf*
16. Monroe County Hearing Impaired Children's Program
17. Montana State School for the Deaf and Blind
18. Nebraska School for the Deaf
19. Oklahoma School for the Deaf
20. Oregon School for the Deaf
21. Pennsylvania School for the Deaf
22. Rochester School for the Deaf
23. Texas School for the Deaf
24. Washington State School for the Deaf

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* Program unable to furnish data for this survey year's report.

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I. Introduction

The Secondary School Follow-Up Program (SSFP) was initiated in 1979 by the Educational Research Committee of the Conference of Educational Administrators Serving the Deaf (CEASD). The Program was begun for and continues to be a source of feedback to administrators and school personnel of secondary schools for the deaf about the post-secondary activities and attainments of their graduates. Not only does the program provide a picture of events for a particular year, but an ongoing look at graduates' activities each year for a sequence of five graduating classes: twenty, ten, five, two and one years since graduation. The five classes are incremented one year with each succeeding survey year of the Program. This is the fifth year upon which information provided by graduates is being reported. This year graduates of classes 1963, 1973, 1979, 1981 and 1983 provided information by way of the SSFP survey questionnaire. They responded to questions about their labor force participation, employment status, occupations and earnings, job satisfaction, and job search efforts, as well as continuing education activities; both completed and current, including types of instructional programs undertaken, category and names of schools where pursued, and degree levels attained.

Since 1980 when requested by CEASD, the National Technical Institute for the Deaf (NTID), a college of Rochester Institute of Technology, has managed the study. The Program served seven secondary schools for the deaf when it was piloted in 1979. It has since expanded to its current membership of 24 schools. Though the majority are

residential programs for the deaf, there are five day programs participating. Each of the schools receives an individual data report of information provided by their own graduates. Then follows the annual composite report, comprised of all participants' information combined. This report draws comparisons to national data for equivalent age groups, and during the same period the graduates were surveyed. Using their individual reports and this composite report, participant schools can make comparisons about how their graduates are functioning relative to graduates of other member schools as a whole, and to the nation overall. Because the Program is longitudinal by design, patterns, trends and changes can be followed by participant secondary programs year to year, thereby supporting program planning with a continuous and current base of information. The availability of such information not only offers a sampling of the status of deaf adults, but adds to what is thus far a relatively sparsely documented body of knowledge.

II. Procedures

The Program is centrally managed by NTID and coordinated on site by a school-appointed individual at each member secondary school. NTID functions primarily as a service provider in that it supplies the survey instruments, procedures manuals (methods and time-lines for conducting the survey), the data encoding, and computerized recording and all analyses for the schools. Additionally, individual school reports and the year-end composite report are produced at NTID and distributed to participants. Each school is sent a contract of agreement to participate which is signed by the chief administrator and returned to NTID along with the name of the individual who is assigned the role of program coordinator. The secondary schools appoint a coordinator; locate and contact graduates of the specified classes explaining the SSFP purpose, requesting graduates' assistance, and verifying correct addresses; mail letters of introduction and questionnaires to graduates; briefly edit returned completed questionnaires for accuracy of demographic information; and forward all completed, signed questionnaires (or copies) to NTID to encode and perform analyses. All questionnaires are returned to their respective schools upon completion of the data encoding. NTID records only information relevant to graduates' status: name, address, and communication device numbers are not recorded. Only the schools retain this information.

The content of the survey questionnaire has not been altered significantly over the past four iterations. However, changes in structure and additions and deletions of a few items have occurred. These have been done to improve readability, ease of analysis and to

respond to feedback about needs or areas of interest from among participant schools. There were three additions to the survey this year. One was a question pertaining to the methods by which employed individuals found their current jobs, second was a special school name code and label enabling identification of specific post-secondary programs and the state locations where graduates had attended or currently were attending (see Appendix F or a copy of the survey instrument), and third, the types of schools one had attended or was attending were increased by making two categories, 'Technical College' and 'Vocational or Trade School', out of what was originally combined as one. Deleted this year were the items asking for spouses' earnings. The percentage reporting and reliability of such incomes reported were insufficient to drawing conclusions.

III. Results for 1983-84 School Year

Questionnaires were sent by participating programs the latter part of January and again in February, 1984 to their graduates of the classes of 1983, 1981, 1979, 1973 and 1963.* A total of 616 signed, completed questionnaires were forwarded to NTID from 23 schools this year (one program was unable to meet the specified schedule and therefore is not part of this sample). Results described in this report are derived from the 616 respondents. Wherever tallies vary within tables and figures from the total sample, there is missing data. This is indicated as necessary where it occurs.

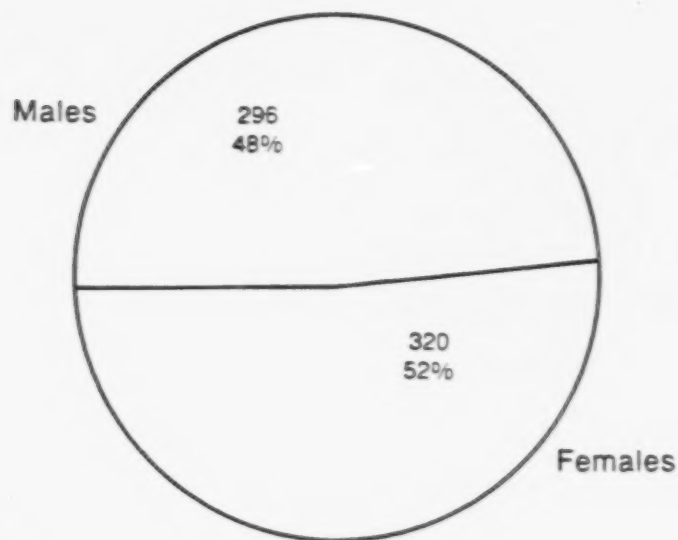
Demographics

Generally there is a larger percentage of graduates responding from the most recent classes. This is to be expected. This year was not an exception, though there was a slight increase from last year in the percentage of respondents from the older (1963 and 1973) graduating classes. Still, 60 percent of respondents were 25 years and under. The same percentage split in numbers of males and females responding occurred, only reversed. Slightly more females responded this year. Figure 1 (p. 6) contains this breakdown. Over the past three years the numbers of males and females responding has continued to equalize, though numbers of female respondents surpassed males this current year. There was also a slightly higher percentage of whites (83.4 versus 77.4) and lower percentage of blacks (12.8 versus 18.2) responding this year. This may be due in part to the addition of participant schools whose enrollments possibly represent a shift in the racial mix of prior samples.

*There are several relatively new programs that did not have graduates of all five class years.

Figure 1. DEMOGRAPHICS — ALL CLASSES: SEX

6



DEMOGRAPHICS — MALE AND FEMALE RESPONDENTS OF EACH OF THE FIVE CLASSES

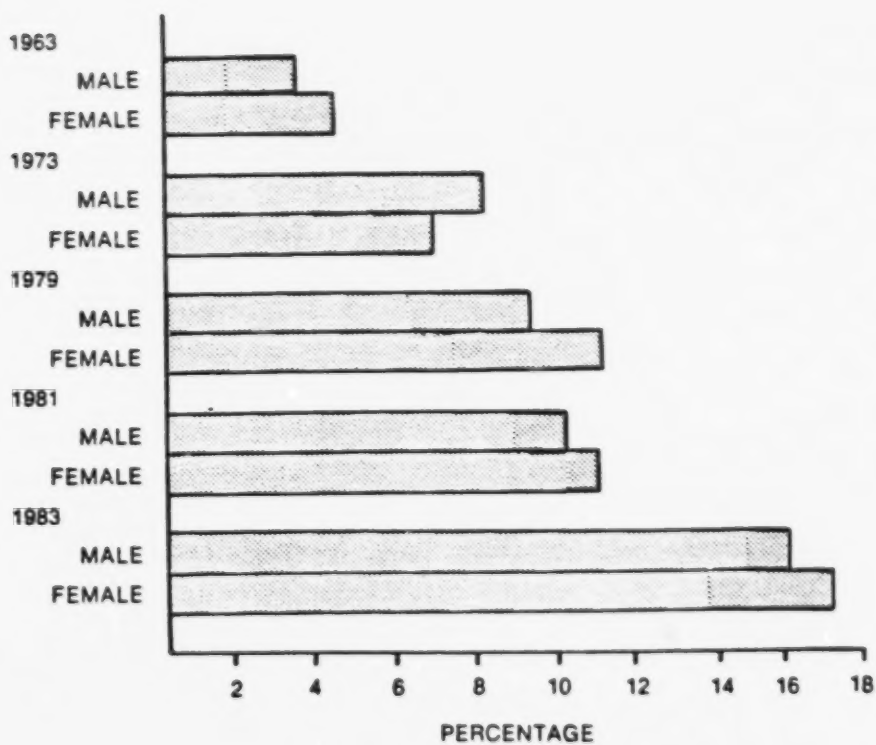
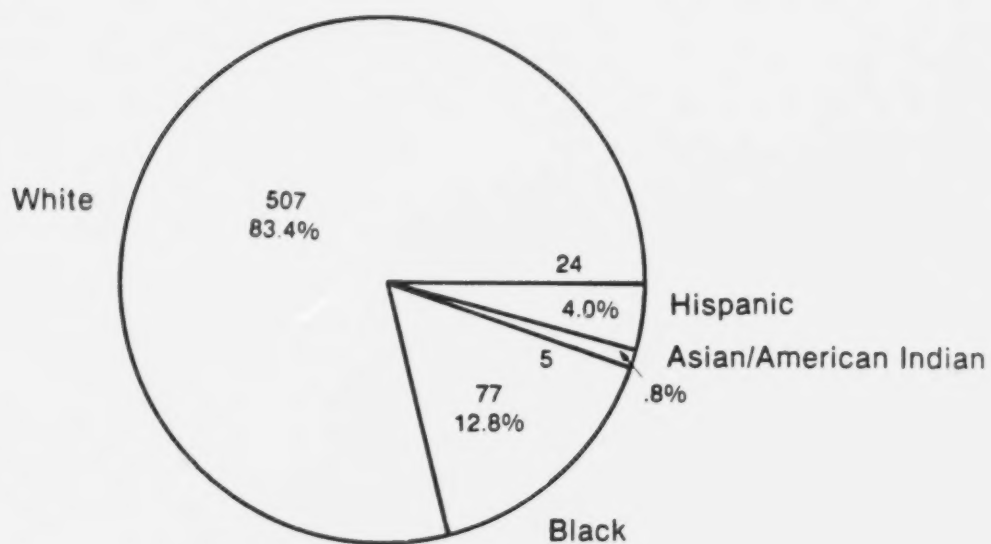


Figure 2. DEMOGRAPHICS — ALL CLASSES: ETHNIC GROUPS

7



DEMOGRAPHICS — ALL CLASSES: MARITAL STATUS



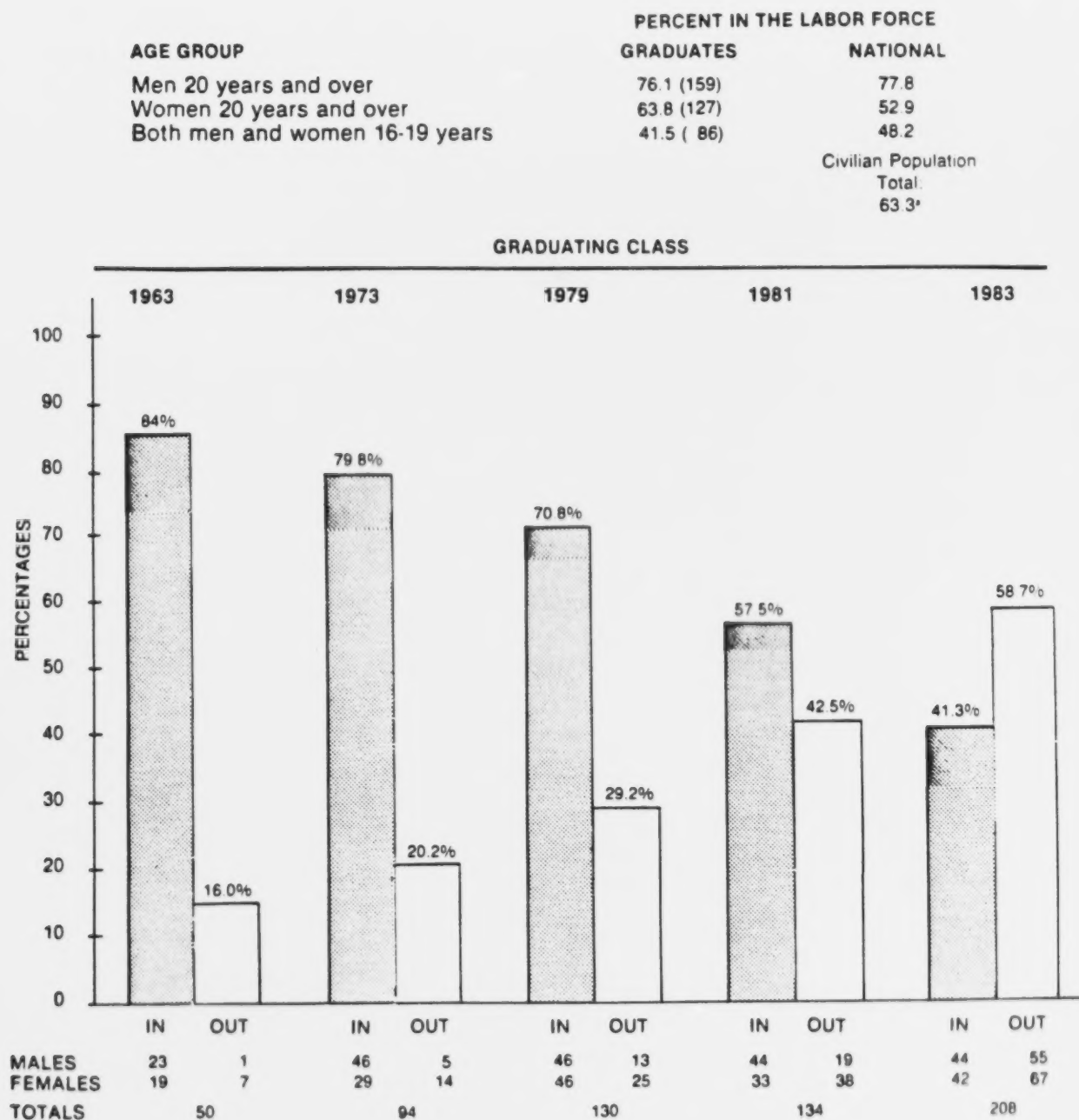
Labor Force Participation

Figure 3 (p. 9) contains Labor Force participation rates for graduate respondents and the nation by age groups, and for graduates by class years. Essential to interpretation of such rates is an understanding of labor force definitions. Individuals are either In the labor force or Out of the Labor Force. Those In the labor force are currently employed or unemployed, but actively (within the past 4 weeks of being surveyed) seeking employment. Those Out of the labor force are neither working nor actively looking for employment.

As seen in Figure 3 (p. 9), patterns of labor force participation are very similar this year as previously. That is, among older graduates there is a much higher rate, decreasing to the most recent graduates with the lowest rates. This is to be expected, since recent graduates are new to the labor force and also, many remain out of the labor force in order to pursue further education. Labor force participation rates for the graduate respondents overall were much closer to those for the nation than experienced last year, particularly among the younger group, ages 16 to 19 years. And among male respondents 20 years and above, there was an increase of about 12 percent in the participation rate from last year. Female respondents of this age group gained only a couple of percentage points from the previous year. Still, this year they showed a participation rate well above this same age group nationally. Looking at the graduate respondents' rates of labor force participation averaged (62.5) against the national rate (63.3) this year, they are essentially equivalent. So it appears that during the first quarter of 1984 respondents were as active in the labor force as the rest of the nation.

Figure 3. LABOR FORCE PARTICIPATION OF GRADUATES OF EACH OF THE FIVE CLASSES

9



NOTE: Numbers in parentheses are total respondents upon which the percentage is calculated.

* Employment and Earnings, U.S. Bureau of Labor Statistics, for January 1984 (February 1984 issue).

Employment Information

Unemployed

Participation in the labor force informs us how many are either working or are actively looking for work. For a better look at how the graduates are functioning, employment figures among those In the labor force need be examined. Figure 4 (p. 11) depicts the unemployment rates for each males and females of the five classes. Below the figure in Table 1, this same information is provided by age groupings and with comparative national rates. As a point of reference, the civilian unemployment rate continued a downward trend of 2.3 percentage points from November 1982 to January 1984. There were significant drops in unemployment rates for all demographic groups, with the exception of black youth. For adult men in particular there was a marked gain in employment, while that for adult women and teenagers remained steady.¹ For the graduate respondents, as for the nation overall, unemployment rates were decreased from last year's figures. The positive changes were most dramatic for the middle three graduating classes and less so for the extremes - oldest and most recent. The decrease in unemployment rates ranged from nine to 20 percentage points. The exceptions were increases of almost five percent in unemployment for females responding from the 1981 class. Male respondents from the 1983 class however, showed a 17.7 percent reduction in unemployment from last year's figures. As with national trends, it is clear that among the respondents, males saw the greatest gains in employment.

Figure 4. PERCENT UNEMPLOYED GRADUATE RESPONDENTS BY CLASS AND BY SEX

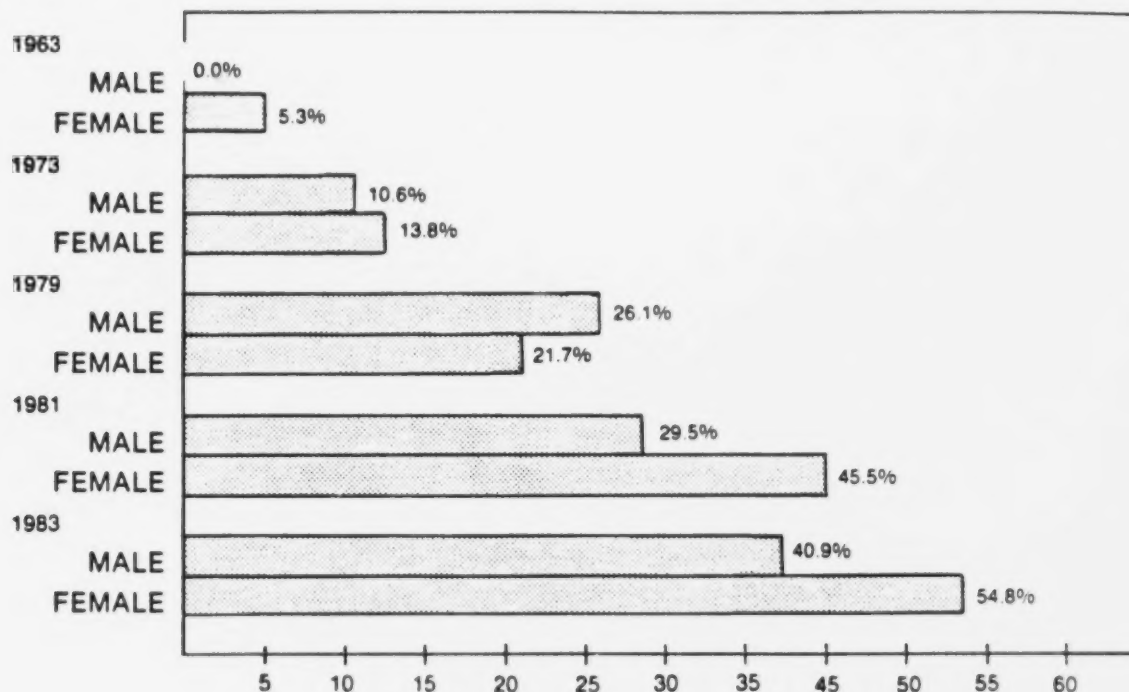


Table 1. UNEMPLOYMENT RATES FOR GRADUATE RESPONDENTS AND THE NATION BY AGE GROUPINGS

AGE GROUP	GRADUATE RESPONDENTS %	NATIONAL %
18-19 years	50.0(4)*	19.4
20-24 years	35.5(72)	12.5
25-54 years	14.8(25)	6.5

* Parentheses contain the numbers of each reporting
 U.S. Bureau of Labor Statistics. NEWS - Release USDL 84-44 for January 1984 (Feb. 3, 1984).

The improvements in employment rates are relative ones, however. Table 1 (p. 11) provides national figures for three age groupings. Respondents were grouped in these age categories so that comparisons could be drawn. It can be seen that there is quite a discrepancy between the graduate and national unemployment rates among 18-19 year olds. The respondents show almost three times the unemployment rate as for their age group nationally. However, the percentage results are derived from four respondents, so that generalizations cannot reliably be made. Because of small numbers in this age bracket among the deaf graduates, it is more telling to look at the rates for the graduating class of 1983 which constitutes 86 respondents (a quarter of the total number In the labor force). Averaging male and female rates, it is revealed that there is little difference between this figure (47.7 percent) and that for the 18-19 year old sample (50.0 percent). These figures are influenced by the number of 1983 graduates who also fall into the 20-24 year old age bracket, where unemployment for respondents is again, three times that of the national rate. On a more positive note, however, unemployment for the 25-54 year old group of respondents, though double the national rate, is much improved from last year where it was triple the national rate. The percent unemployment for the 25-54 year old graduates is down this year by twelve and half percentage points (27.3 to 14.8) as compared to national figures which are down 2.2 percentage points from last year (8.7 to 6.5). Yet as noted in the previous annual report, the unemployment rates for the age eighteen to

early twenties group of respondents is comparable to that for black youths, who continued to demonstrate close to 50 percent unemployment, the highest rate in the population.² So it appears that a higher proportion of the graduate respondents who are seeking employment are not securing jobs than is the case for the population generally.

Employed

Among employed graduate respondents there was an increase this year over last in percentages full-time employed. Figure 5 (p. 14) breaks out full and part-time employment by each males and females. Females this year show a four and half percent increase in full-time over part-time employment, though this percentage is almost 11 percent lower than for females nationally. Male respondent show rates equivalent to males nationally.³ Below these figures in Table 2 the employment rates are displayed for males and females by each of the class years. The table presents a converse of the unemployment figures which have been described in detail and therefore require no further examination.

Figure 5. EMPLOYMENT STATUS OF THE MALE AND FEMALE GRADUATES OF THE FIVE CLASSES

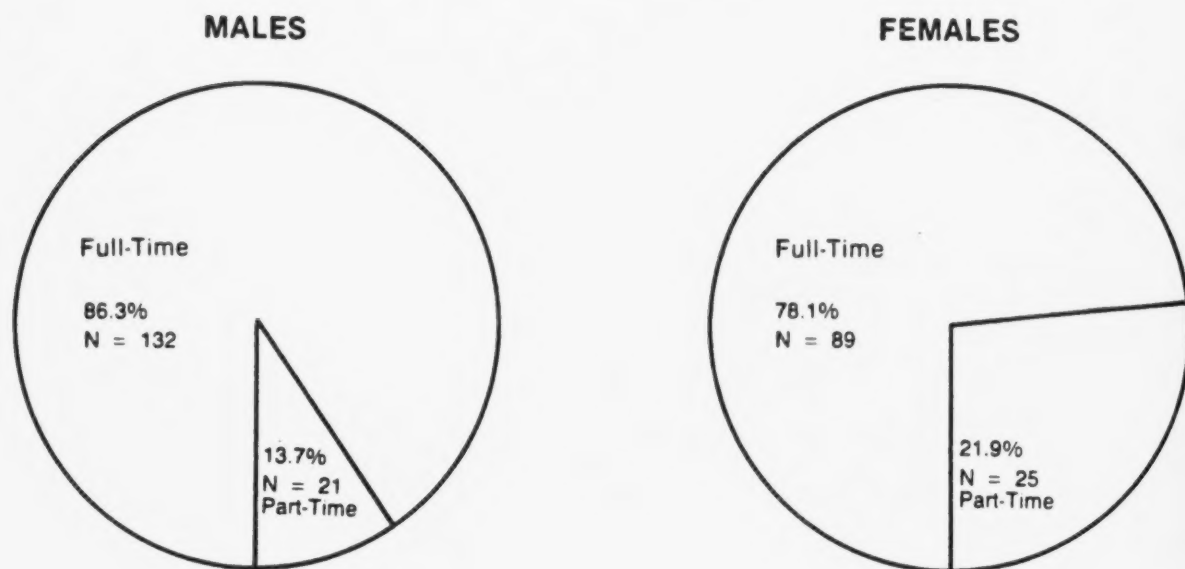


Table 2. EMPLOYMENT RATES OF MALE AND FEMALE RESPONDENTS FOR EACH OF THE FIVE CLASSES

	MALES		FEMALES		TOTALS	
1963	23	100.0	18	94.7	41	97.6
1973	41	89.1	25	86.2	66	88.0
1979	34	73.9	36	78.3	70	76.1
1981	31	70.5	18	54.5	49	63.6
1983	26	59.1	19	45.2	45	52.9
Total	155		116		271	

Total employed respondents

Occupations

There are six major categories under which the Bureau of the Census classifies all occupations.⁴ Figures 6 and 7 (pgs. 17 and 18), respectively, illustrate the proportion of graduate respondents and of workers in the nation who are employed in these occupational categories.

Occupational information is looked at in two ways. First examined are the proportions of graduates employed among the categories, and year by year changes occurring in these distributions. Secondly, patterns demonstrated by the graduate respondents are viewed with respect to the occupational picture for the nation.

Among graduate respondents there has been a trend toward increased employment within the 'Managerial and Professional Specialty' occupations, which overall contain the highest paying jobs. Though not dramatic, the increases have been steady. This year there was almost a six percent gain in the number of females reporting occupations in this category (3.4 to 9.3 percent). For males the increase was about two tenths of a percent. This brought the female participation closer to that of the males, though their levels were still less than half the national figures for both males and females. In contrast, there were significantly fewer graduates reporting jobs within the 'Service Occupations' (down 7.5 and 10.1 percents for males and females respectively), which are overall lower paying jobs, next to 'Farming Fishing and Forestry', the lowest. This coincides with labor statistics which reported the lowest rate of growth over the year among service

Note. All jobs reported by employed graduates are coded by specific job title and are maintained in a file. These jobs are then grouped under their appropriate general category using the Bureau of the Census coding system.

occupations, though this appears to have effected the distribution of graduates employed in this sector a great deal more than the nation generally. The lack of growth in service occupations had more the effect of a drop in the percent of graduate respondents employed within the area than merely a slowing down. The rate of job growth over the year nationally was greatest in 'Precision Production, Craft and Repair,' followed by 'Operators, Fabricators and Laborers'.⁵ The percentages of male respondents employed in these areas reflected this growth somewhat, the major gains being within the category of 'Operators, etc.' For female respondents, there was a decrease within both categories. 'Technical, Sales and Administration Support' occupations continue to predominate the employment opportunities for females (up 59.3 to 65.1 percent over last year). Jobs in this category are primarily clerical in nature, including many data keying jobs and some health and records technicians.

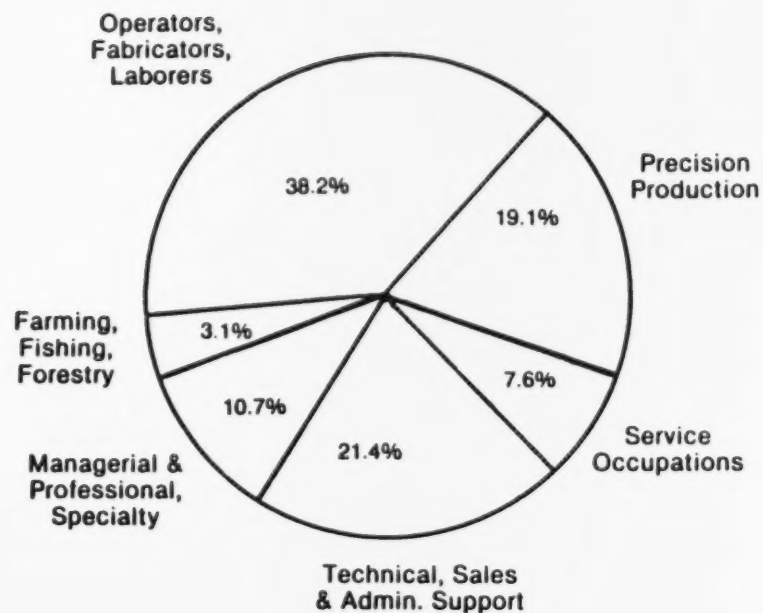
In comparing the distributions of graduate respondents and of the nation's workers overall among the occupational categories, the greatest differences occur within the areas of 'Managerial and Professional Specialty' and 'Operators, Fabricators, Laborers'. The percentages of persons employed nationally in the Managerial, etc. category, both males and females, are double that for the graduate respondents, though as mentioned previously, this has been an area of steady expansion for them over the past survey years. The reverse situation was true for the category 'Operators, Fabricators and Laborers', where graduate respondents were employed twice as often relative to the general population.

Figure 6. PERCENT EMPLOYED IN MAJOR OCCUPATIONAL GROUPINGS

Graduate Percentages

17

MALES (N = 131)



FEMALES (N = 86)

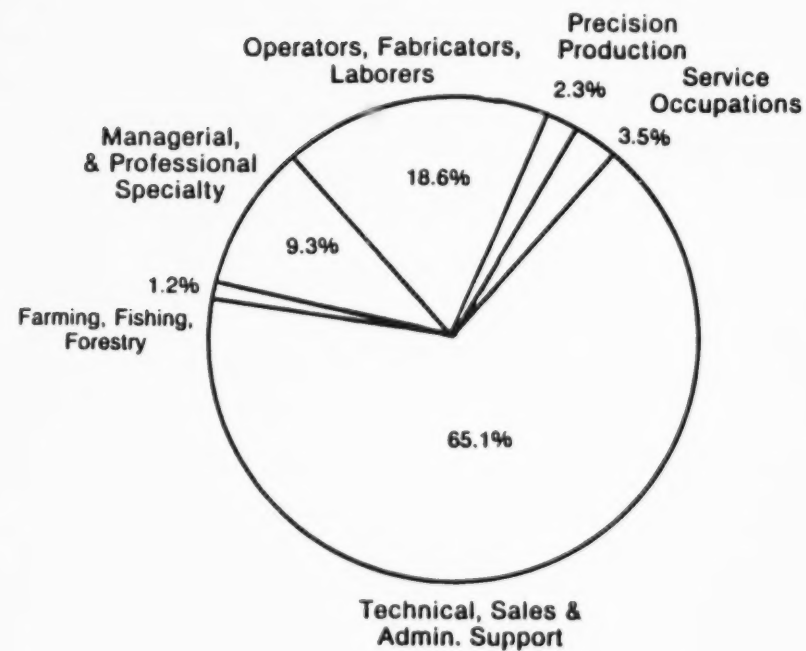
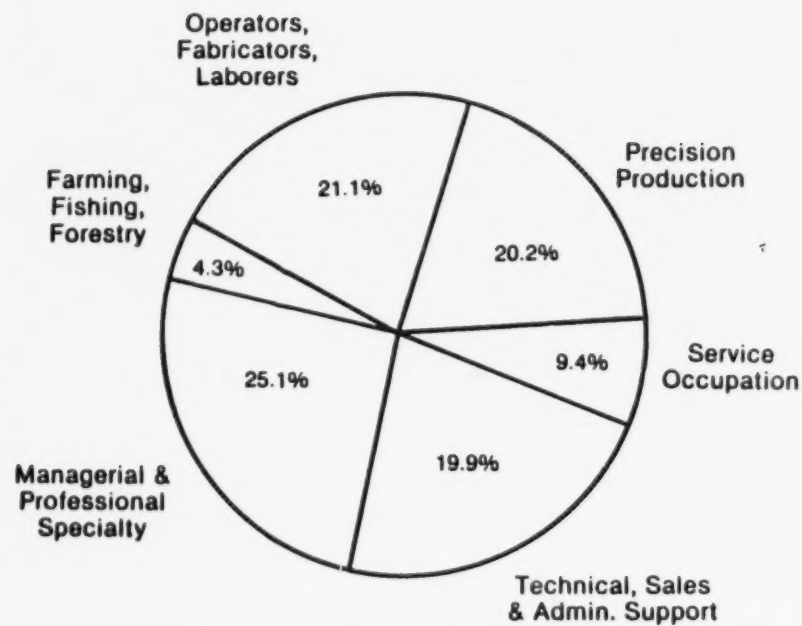


Figure 7. NATIONAL PERCENTAGES

18

MALES



FEMALES



(Total employed civilian population)

Earnings

Earnings are looked at from three different points of reference in this report: by occupational category, by graduating class years, and by age groupings. Tables 3 through 5 (pgs. 20, 23 and 24), respectively, contain these data.

The weekly earnings of full-time workers by occupational groupings in Table 3 (p. 20) are reported in two ways: for graduates by mean and median earnings; and for the nation, by median earnings. National salary data are reported by medians, reflecting the most typical weekly earnings. Thus, for comparative purposes, graduates' weekly earnings were also reported in medians. Means were additionally included for the graduates to provide an average weekly earnings figure, which incorporates all reported weekly incomes.

Among the major occupational groups nationally, full-time workers in the managerial jobs earned the highest salaries (\$484) followed by professional specialty workers (\$443), then mechanics and repairers (\$391). Service workers (especially private household) and farming forestry and fishing earned the lowest salaries (\$207).⁶ This pattern holds true for both national and graduate respondent workers. With the exception of female service workers, the graduate respondents' reported salaries are in all categories below those of workers nationally. The earnings gap for males widens between respondents and national workers as the level of earnings per occupational grouping increase. The range is approximately ten dollars for 'Farming, Forestry and Fishing' workers, to \$145.00 among 'Technical, Sales etc.' workers. Though discrepancies are also revealed between the earnings of female

**Table 3. WEEKLY EARNINGS OF FULL-TIME EMPLOYED GRADUATES
BY OCCUPATIONAL GROUPINGS**

20

OCCUPATIONAL GROUPING		WEEKLY EARNINGS IN DOLLARS		
		GRADUATES MEAN	MEDIAN	NATIONAL ^b MEDIAN
Managerial and Professional Specialty	Males (14) ^a	\$460.81	\$422.67	\$537.00
	Females (8)	343.44	332.09	369.00
Technical, Sales and Administrative Support	Males (6)	254.81	257.00	402.00
	Females (53)	231.01	214.00	257.00
Service Occupations	Males (14)	172.83	168.00	266.00
	Females (6)	141.98	230.75	176.00
Farming, Forestry and Fishing	Males (3)	213.57	200.00	210.00
	Females (1)	180.00	180.00	181.00
Precision Production, Craft & Repair	Males (23)	334.09	332.00	400.00
	Females (1)	213.00	213.00	253.00
Operators, Fabricators, and Laborers	Males (48)	260.47	251.50	308.00
	Females (15)	175.32	181.50	208.00
Total males	108			
Total females	84			

NOTE: Total number reporting occupations is 192. Twenty-nine respondents who reported full-time employment did not specify occupations

^aNumbers in parentheses are the respondents to that occupational grouping

^bIncludes the full-time employed civilian population. U.S. Bureau of labor NEWS Release USDL 84-237, May 24, 1984.

respondents and females nationally, they are less wide. Female respondents' earnings range from one to \$43.00 less than females nationally. The exception is 'Service Occupations' where the female graduates' reported median earnings are \$154.00 above the national figures for females this year. However, excluding this case, deaf female respondents' reported earnings fall below all others - deaf male respondents and both male and female workers in the nation. This relationship emerged from last year's survey as well.

Table 4 (p. 23) presents weekly earnings of full-time workers by the five graduating classes. Average earnings for males increased for each corresponding class over last year's results. And as expected, male and female graduates of earlier classes earn more than those new to the work force. However, it is unusual that average earnings for females decreased for each of the corresponding classes from last years findings (exception is class 1972). Male respondents earned an average 60 dollars per week more than females, whereas last year the figure was 28 dollars. Why female respondents' earnings are below last year's cannot be explained by percentages of females reporting or percentages reporting within specific occupations. The answer most likely lies in specific levels of jobs held within major occupational categories, the industry in which the job is held, and possibly in some regional pay scale differences.

Table 5 (p. 24) further examines weekly earnings of the respondents by age groups, providing national comparative data. Both means and medians are displayed, along with highest and lowest reported salaries

for that age group. Since the age groupings for which the salary information is presented by the Bureau of Labor Statistics differ somewhat from the respondent's categories, comparative figures need be cited. Combining the median salaries of graduate respondents age 18 to 24 years, their overall earnings are approximately 181 dollars per week versus \$220.50 for the same group nationally. For those age 25 and over, graduate respondents earned approximately 336.50 dollars per week as compared to 343 dollars in that age group nationally. All respondents combined earned an average of 259 dollars per week which compares more closely with earnings for females nationally.⁷ All workers nationally earned a median salary of approximately 329 dollars per week. Due to some overlap in age categories and representative numbers of graduates in each, these figures offer a general, reference point of comparison. It appears however, that earnings of graduates 25 years and above are more in line with national figures for the same age grouping, than for the younger ranges.

**Table 4. WEEKLY EARNINGS OF FULL-TIME EMPLOYED GRADUATE
RESPONDENTS BY SEX AND GRADUATING CLASS**

23

Mean Weekly Gross Income in Dollars

Graduating Year	N	Males (N = 131) \$	N	Females (N = 85) \$
1963	(18)	444.66	(12)	305.86
1973	(38)	342.64	(23)	278.95
1979	(28)	264.14	(22)	198.39
1981	(27)	211.70	(16)	187.76
1983	<u>(20)</u>	<u>146.09</u>	<u>(12)</u>	<u>139.34</u>
Total Means		281.85		222.06

NOTE: 1 employed male and 4 employed females did not report their incomes.

**Table 5. WEEKLY EARNINGS OF FULL-TIME EMPLOYED GRADUATES
BY AGE GROUPINGS**

24

WEEKLY EARNINGS IN DOLLARS

AGE	MEAN \$	MEDIAN \$	HIGHEST \$	LOWEST \$
18-19	138.81	161.11	178.50	143.72
20-24	191.08	201.00	433.00	125.00
25-34	288.82	281.50	1162.79	109.50
35-44	375.26	391.50	742.00	180.00
	248.50			

**MEDIAN WEEKLY EARNINGS OF FULL-TIME WAGE AND SALARY EARNERS -
FIRST QUARTER 1984**

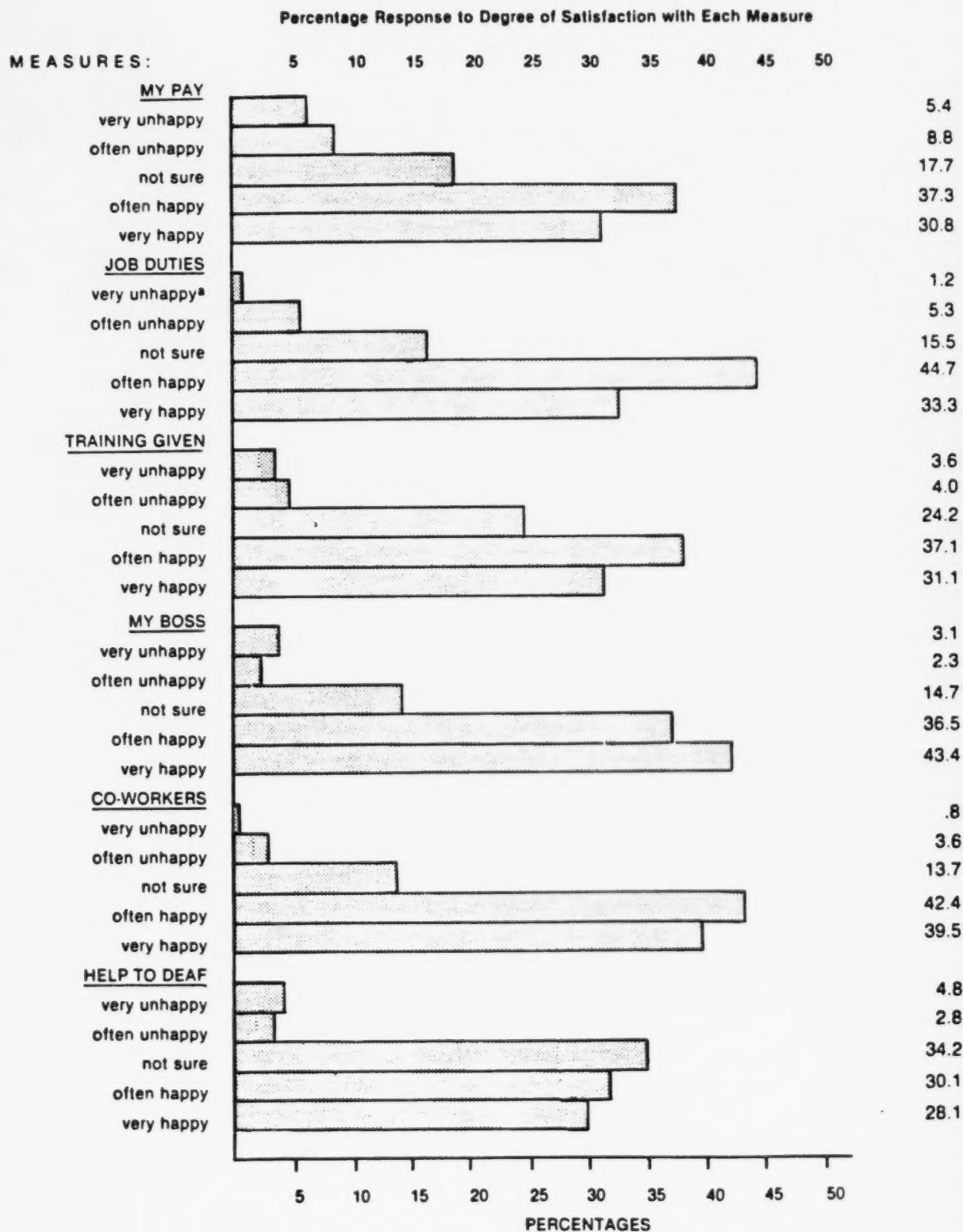
AGE	MEN \$	WOMEN \$
16 & over	400.00	258.00
16-24	238.00	203.00
25 & over	409.00	277.00

U.S. Bureau of Labor Statistics: *NEWS* - USDL 84-237, May 24, 1984

Job Satisfaction

Figure 8 (p. 26) illustrates how graduates rated their degree of satisfaction with each of six aspects of job satisfaction listed on the questionnaire. As found consistently in past iterations, graduates are generally happy with their situations. Areas of relatively less satisfaction were with 'My pay' and secondly with 'Help to the Deaf'. More respondents this year had clearer opinions about satisfaction with 'Help to the Deaf'. Yet overall, there were higher degrees of satisfaction rated than for the previous survey.

Figure 8. JOB SATISFACTION MEASURES: RESPONSES OF GRADUATES EMPLOYED



Ways Jobs Were Found

A new item on the questionnaire this year asked graduates how they found their current jobs. Table 6 (p. 28) lists seven ways and the total number of responses to each (multiple responses could be checked); the percent of employed respondents the numbers represent; and the percent of all 'yes' responses the numbers represent. Almost half of all employed graduates used 'Direct application' as the means of finding their job, and the other half 'Interview with an employer'. These two methods combined amounted to 53 percent of all the 'yes' responses. Next frequently checked was the category 'Other', which usually lists a relative or friend as the source. 'Help from a Vocational Rehabilitation Counselor' was checked next often, at about the same frequency as 'Other'. To gain a perspective and context for these results, following this table is a look at the equivalent activities of those who are currently unemployed but looking for jobs.

Table 6. THOSE EMPLOYED: HOW GRADUATES FOUND THEIR CURRENT JOBS

28

METHODS:	TOTAL NUMBER OF RESPONSES	PERCENT OF THOSE EMPLOYED^a	PERCENT OF TOTAL 'YES' RESPONSES^b
State employment service	31	11.4	6.2
Private employment service	12	4.4	2.4
Answered want ad	30	11.1	6.0
Direct application to an employer	132	48.7	26.2
Interview with an employer	134	49.4	26.6
Help from vocational rehab. counselor	79	29.2	15.7
other	85	31.4	16.9

NOTE: More than one of each of the listed methods could be checked by a respondent.

^a271 respondents reported current employment

^b503 total positive responses to methods used to find current job

Job Search Methods Used by the Unemployed

Graduates who are unemployed but actively seeking work are asked to check all the methods they are using to find jobs among a list of seven choices. Table 7 (p. 32) breaks down the methods by three age groupings under which the percent of total job seekers using each method are listed for both graduate respondents, and for job seekers nationally. It should be pointed out that national statistics use a category called 'Friends/Relatives', separate from 'Other'. The two were combined on the table since written responses to 'Other' on the questionnaire primarily specify friends or relatives. And, 'Interview with Employer' and 'Vocational Rehabilitation Counselor' are selections offered to graduates only, adding two categories to which they could respond.

It was noted last year that graduate respondents and the job seekers nationally demonstrate a similar pattern of search. The same holds true this year among methods, though the rates within various categories differ. Again the most frequently used methods nationally are 'Direct Application', then 'Placing or Answering Ads', followed by Friends/Relatives, Other', in that order. 'Direct Application' is also most generally used by the respondents. However, patterns for the respondents vary significantly among the age brackets from the previous two surveys. The 16-19 year old group used placing or answering want ads as often as direct application. Within this age range however, there were only four respondents. More notable were the changes within the 25-34 year old job seekers. Fifty percent sought the aid of a vocational rehabilitation counselor as compared to 9.8 percent last year. Fewer answered want ads (45.5 percent versus 70.9 last year).

Use of a rehabilitation counselor was also increased among the 20-24 year old respondents (16.4 percent to 35.6). The relationship is an inverse one to last year's responses, where use of a vocational rehabilitation counselor dropped significantly with age. Answering of want ads also decreased among 20-24 year old respondents (40.3 percent down to 28.8 percent). Reliance upon friends or relatives was a frequent method used by last year's older group. This year there were zero responses to that category, and a reduced percentage among the 20-24 year olds as well.

In light of these results it is interesting to see that 'Direct Application' and 'Interview with an Employer' were the two most common means by which the currently employed graduates indicated they found their jobs. 'Friends/Relatives, Other' was the third most frequent means checked, followed by 'Help from a Vocational Rehabilitation Counselor'. In sum, those who have jobs found them primarily through direct application and personal contacts, and help from a vocational rehabilitation counselor. Those who are currently looking for jobs are also using direct application as a primary means, but are more often seeking the services of a vocational rehabilitation counselor than relying upon friends or relatives. Causality between method used and landing a job cannot be determined however, without knowing the actual method used antecedent to a respondent's being hired. Still, the information can serve useful to career and placement counselors who work with deaf students.

Table 7. UNEMPLOYED JOB SEEKERS BY AGE GROUP: JOB SEARCH METHODS USED 31
(AS PERCENT OF TOTAL JOB SEEKERS)

Age Groups	METHODS							Average Number Used
	State Employment Agency	Private Employment Agency	Direct Application	Placed/Answered Ads	Friends/Relatives/Other	Interview with Employer	Voc. Rehab. Counselor	
16-19 years								
Respondents (4)	25.0	0.0	50.0	50.0	25.0	25.0	25.0	2.0
National	17.7	3.3	81.8	25.9	17.4	—	—	1.46
20-24 years								
Respondents (59)	32.2	6.8	42.4	28.8	16.9	27.1	35.6	1.89
National	26.8	4.1	78.0	33.0	23.4	—	—	1.65
25-34 years								
Respondents (22)	36.4	4.5	50.0	45.5	0	27.3	50.0	2.14
National	29.0	6.4	74.1	36.2	24.1	—	—	1.70

Employment and Earnings. U.S. Bureau of Labor Statistics, February 1984

NOTE: "Interview with an Employer" and "Vocational Rehabilitation Counselor" were selections for the deaf graduates only.

*Percentages are based on the total number of job seekers reported within each age grouping; numbers in parentheses

Those Out of the Labor Force: Reasons

The segment of the population who are neither employed nor actively seeking employment are deemed 'Out of the Labor Force'. The questionnaire contains eight reasons for being out of the labor force, any number of which a respondent can indicate as applicable to them. Table 8 (p. 35) reports these responses by total number, the percent each comprises of those out of the labor force, and the percent the number represents of all positive responses to the question. The percent distributions are almost identical to last year's results. The majority, 66 percent, responded 'yes' to being out of the labor force for reason of full-time post-secondary school attendance, and the next larger percent because they 'think they need more skills' (the latter is probably in many instances the reason for the former). This compares with 67.3 percent of the population age 16-21 years, whose major activity is going to school.⁸ The percentages are lower for the nation and the respondents relative to last year's enrollment figures which were 79.4 percent for the nation and 74.9 percent among graduate respondents. As was noted previously, the percentages are not exactly comparable since the age brackets are not the same, i.e., there are no 16-17 year olds in the respondent sample, and there are full-time students older than aged 21. Still, a relative frame of reference is presented which indicates an analogous rate of full-time school enrollment for both respondents and the population as a whole.

The reason next most often checked was 'Taking care of family', which was up six percent from last year's survey (13.8 to 20.1 percent). Slightly fewer respondents indicated that they 'Think employers are not

hiring', which suggests less discouragement among them as a reason for not working and not looking for work. More than likely this is a function of the nation's improved employment situation relative to last year.

Percentages of those out of the labor force, currently enrolled in school by graduating class year are depicted in Figure 9 (p. 35). There was a five percent increase in numbers of graduates ten years from high school who were currently full-time students (1978, 10.3 percent -1979, 15.2 percent). The percentages were on the whole higher than last year's, except for the most recent class. However, the difference was less than two percent.

**Table 8. THOSE OUT OF THE LABOR FORCE: REASONS CHECKED BY GRADUATES
OF THE FIVE CLASSES**

34

REASONS:	TOTAL NUMBER OF RESPONSES	PERCENT OF THOSE OUT OF THE LABOR FORCE ^a	PERCENT OF TOTAL 'YES' RESPONSES ^b
Going to school	161	66.0	46.1
Too sick to work	4	1.6	1.1
Taking care of family	49	20.1	14.0
No child care help	8	3.3	2.3
Can't find a job	23	9.4	6.6
Think employers not hiring	15	6.1	4.3
Think need more skills	65	26.6	18.6
Other	24	9.8	6.9

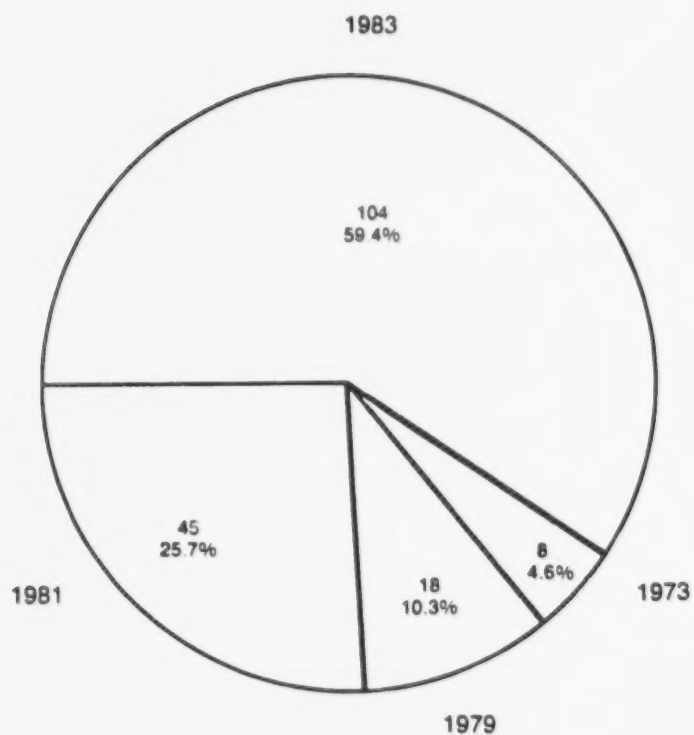
NOTE: More than one of each of the listed reasons could be checked by respondent.

^a244 respondents who reported being out of the labor force

^b349 total positive responses to reasons not working and not looking for a job

^cthough 161 answered 'yes', there were a total of 175 who reported being out of the labor force due to school attendance

Figure 9. THOSE OUT OF THE LABOR FORCE: CURRENTLY ENROLLED IN SCHOOL FOR THE FIVE CLASSES



NOTE: Total number reporting current school enrollment and out of the labor force equals 175. Percentages are calculated of this total for the five classes. Out of the labor force and in school now accounts for 28.4 percent of total respondents, and 71.7 percent of those out of the labor force. None were reported as out of the labor force and in school now from the class year 1963. There were a total of 206 current students, some of whom were part-time, but also in the labor force.

Education

Further education.

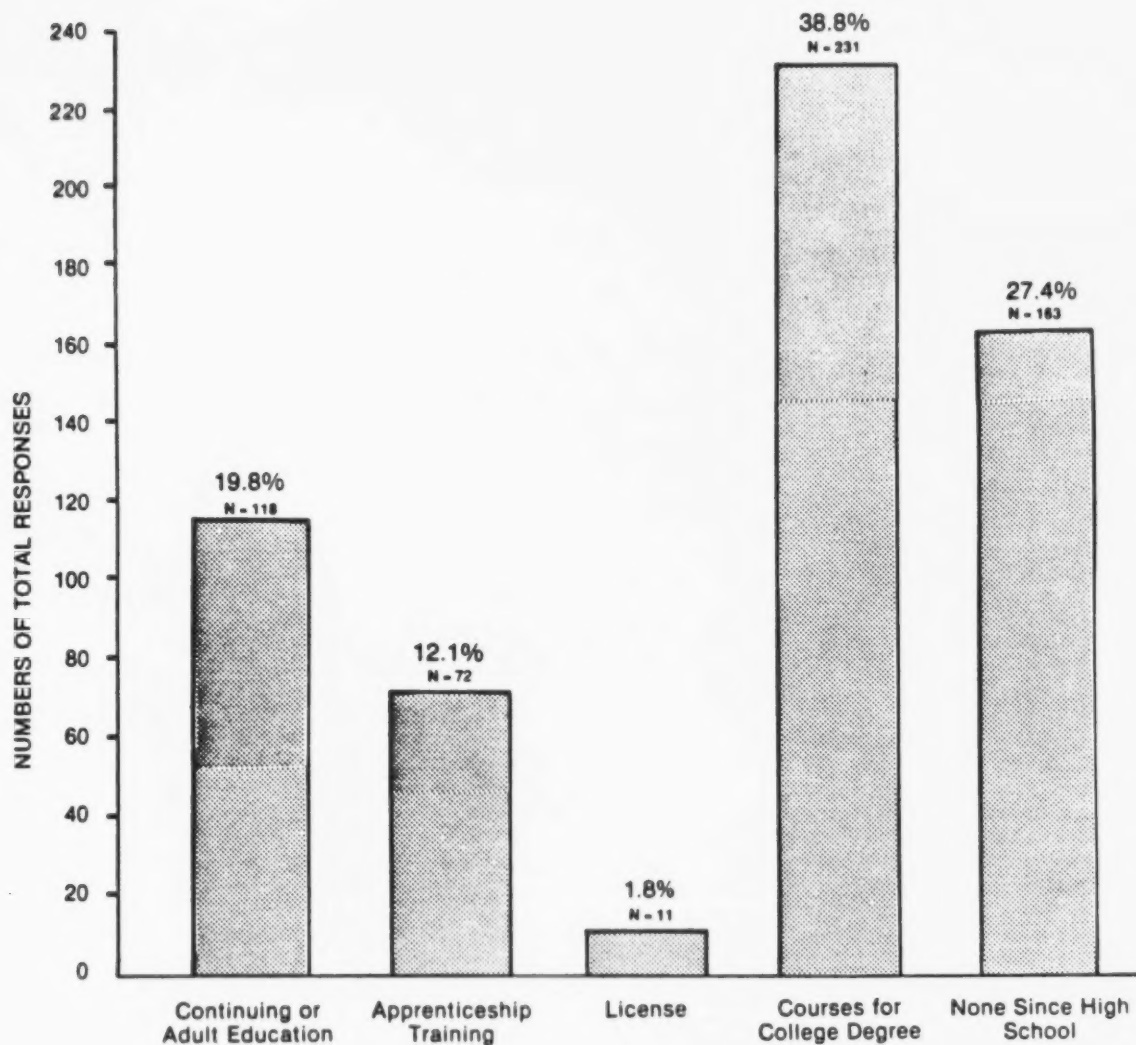
Continuing educational experiences of the graduates is a prime area of interest in the follow-up survey. The questionnaire begins by asking the graduates to designate which, among four types of continuing education, they have pursued since high school. Figure 10 (p. 37) illustrates by bar charts the percentages of each type the graduates checked. The category 'None since High School' was also included so that such information could be quantified rather than assumed by elimination. This year 27.4 percent as opposed to 32.4 percent last year had had no further education. Adult education was up by 6.3 percent over last year's results as were apprenticeship training and licenses, though increases were less than one percent. Down slightly (under 2 percent) was course work toward a college degree. Generally the distribution is very much akin to the previous several surveys, but with a gradual increase yearly in overall percentages continuing their education: 69.5 percent in 1982; 67.6 percent last year; and 72.6 percent this year.

Post-Secondary Degrees Earned.

Figure 11 (p. 39) charts the types of post-secondary degrees and the numbers and percentages of each earned by all the graduate respondents. There were a total of 105 degrees earned of 616 respondents, which is 17 percent of the total. Last year the percentage was 16.4, and previous to that, 10.6 percent. So there is a continuing increase in numbers of graduates pursuing degree programs to completion. The numbers of Associate degrees in particular has risen from 8.5

Figure 10. FURTHER EDUCATION HAD SINCE GRADUATING FROM SECONDARY SCHOOL: RESPONDENTS OF ALL CLASSES

37



NOTE: More than one of each of the selections could be checked. Percentages are of the total numbers of responses to all items (595).

Figure 11. POST-SECONDARY DEGREES EARNED BY GRADUATE RESPONDENTS OF ALL CLASSES

38

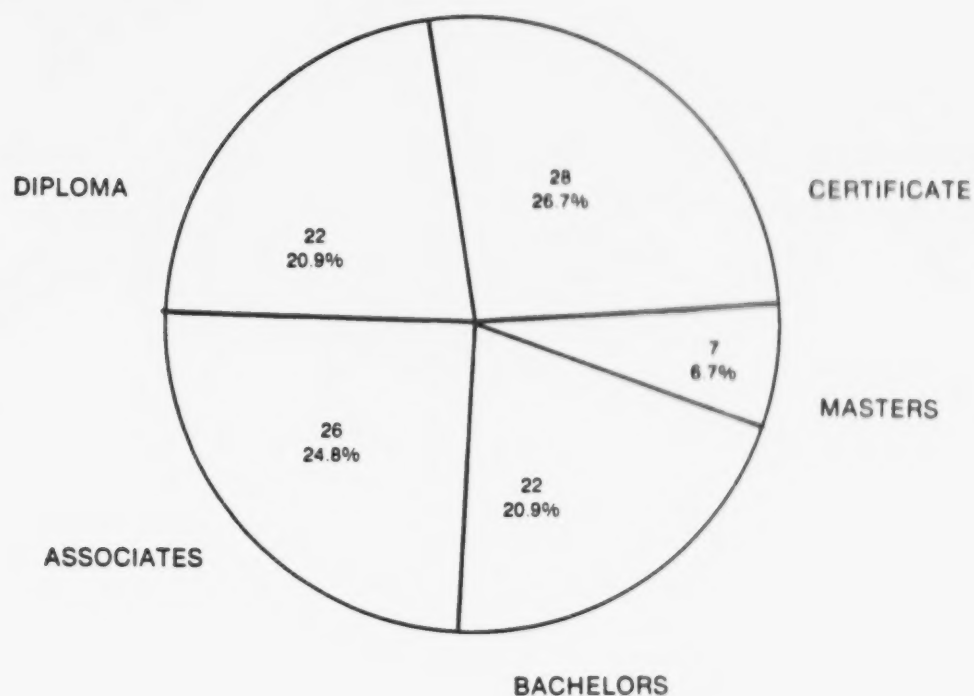


Table 11. DEGREES EARNED BY THE GRADUATES OF EACH OF THE FIVE CLASSES

	HIGH SCHOOL DIPLOMA/ CERTIFICATE	CERTIFICATE	DIPLOMA	ASSOCIATES	BACHELORS	MASTERS	TOTAL NUMBER DEGREES FOR EACH CLASS YEAR
1963	28	3	3	3	8	5	50
1973	58	6	5	10	13	2	94
1979	103	7	7	12	1	0	130
1981	117	11	5	1	0	0	134
1983	205	1	2	0	0	0	208
Total numbers each type of degree	511	28	22	26	22	7	616
Percentage each	83.0	4.5	3.6	4.2	3.6	1.1	100.0

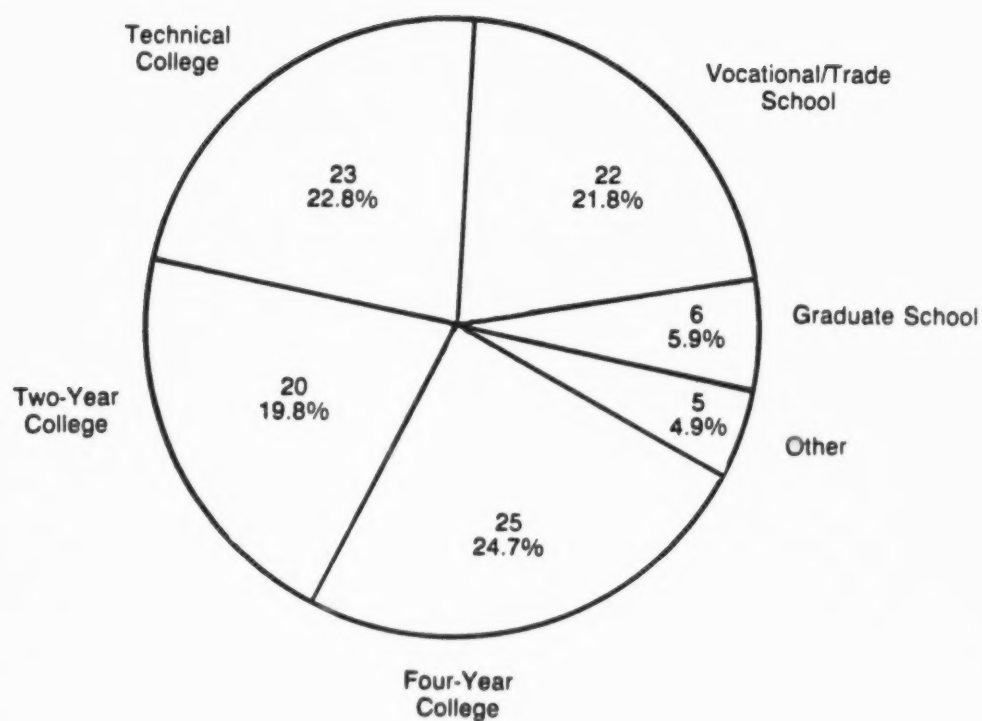
NOTE: There were no Ph.D.'s reported earned.

percent to 24.8 percent over the last three survey years. Though the progress has been much slower, percentages of earned Masters degrees have increased. Percentages of Certificates, Diplomas and Bachelors degrees have varied somewhat, though they have been relatively equal with slight gains yearly. As in last year's survey, there were no Ph.D.'s reported. The increase in two, four and six year degrees earned are mainly the results of activities among graduates of five and greater years since high school as shown in Table 11 (p. 38). Therefore, any changes in patterns of degree pursuit observed in any given year started a few years prior to the survey where noted. It is likely however, that a growth in earned Associates degrees will continue due to the burgeoning field of technologies and training programs geared for jobs within them.

Type of school where degrees were earned

As with the two previous surveys, the majority of degrees were earned at Technical, Vocational and Trade Schools. Figure 12 (p. 40) charts the proportions of degrees earned from the various types of schools. Though their combined percentage is equivalent to the previous year's results this year, 'Technical College' was listed separately from 'Vocational/Trade School' to better distinguish them. The results reveal an almost even distribution between the two categories. There was an increase in the percent of degrees earned from two-year colleges, which coincides with the larger percentage of Associates degrees also reported. Degrees earned from four-year colleges remained proportionately the same as last year, while graduate schools were slightly up and the category 'Other', diminished.

Figure 12. POST-SECONDARY DEGREES EARNED: TYPE OF SCHOOL WHERE EARNED FOR GRADUATE RESPONDENTS OF ALL CLASSES



NOTE: One-hundred five degrees were reported earned. The above totals 101 - four did not indicate the type of school where earned.

Current and post-secondary educational activity

Just as for completed educational activity, the questionnaire asks about the degree programs, school types and names of schools where graduates are currently attending. Table 9 (p. 42) lists by class year the numbers and percents of respondents who are full and part-time enrolled. Overall, 33.4 percent of all respondents are currently attending post-secondary schools, about half of whom are most recent high school graduates (46.1 percent). This compares to 39.2 percent ages 16-59 years in the general population who are out of the labor force by reason of school attendance.⁹ Again, the respondent's percentage is lower since there are none aged 16-17. These figures parallel those for last year's respondents. The percentage of current students from each of the five classes is nearly identical to last year's, and neither year were there any full-time students from the earliest class (1962, 1963).

The distribution among types of schools where students are currently enrolled is not so similar to last year's. Table 10 lists the enrollment numbers and percent attendance for each type of school by the five graduating classes. The differences occur most notably in 'Two-Year College' and 'Four-Year College' enrollment figures. There is over a 10.3 percent increase in the two-year college enrollments and a 12.6 percent drop in four-year college enrollments from last year's survey. Enrollment in 'Technical Colleges' and 'Vocational/Trade Schools' was equivalent, and 'Graduate School' up 1.8 percent, which is still below the attendance figures of two years ago (3.4 versus 4.1 percent).

Table 9. CURRENT POST-SECONDARY SCHOOL ENROLLMENT OF GRADUATES OF EACH CLASS: FULL AND PART-TIME STATUS

GRADUATING CLASS	STATUS					
	FULL-TIME		PART-TIME		TOTAL	
	N	%	N	%	N	%
1963	0	0.0	1	.5	1	.5
1973	8	3.9	12	25.5	20	9.7
1979	16	7.8	7	3.4	23	11.2
1981	40	19.4	9	4.4	49	23.8
1983	95	46.1	18	8.7	113	54.8
Totals	159	25.8	47	7.6	206	33.4

NOTE: Though 161 respondents were classified as out of the labor force due to school enrollment, 3 did not report status (full vs. part-time) when broken down by class year.

Table 10. CURRENT POST-SECONDARY SCHOOL ENROLLMENT OF GRADUATES OF EACH CLASS: TYPE OF SCHOOL

43

	VOCATIONAL OR TRADE	TECHNICAL COLLEGE	TWO-YEAR COLLEGE	FOUR-YEAR COLLEGE	GRADUATE SCHOOL	OTHER	TOTAL NUMBER FOR EACH CLASS YEAR
1963	0	0	1	0	0	0	1
1973	2	0	6	6	5	1	20
1979	2	1	9	9	1	1	23
1981	7	8	13	18	0	0	46
1983	15	29	40	29	1	1	115
Total number of each type of school enrolled	26	38	69	62	7	3	205
Percentage each	12.7	18.5	33.7	30.2	3.4	1.5	100.0 (1 missing)

NOTE: There were 206 respondents who reported current enrollment - 1 did not report type of school attending.

Looking at actual numbers enrolled, it is clear that more of the most recent graduates are attending 'Two-Year' or Community Colleges than seen previously. Second, and in equal numbers, is attendance at 'Technical' and 'Four-Year Colleges'. The shift in enrollment percentages to greater attendance at two-year post-secondary programs is likely the result of two factors. First, there has been an increase over the past several years in post-secondary programs established for the hearing impaired, many of which offer two-year degrees. In 1981 there were 48 post-secondary and adult education programs available to deaf students. That number has grown to more than 100 programs currently available.¹⁰ Secondly, there is an increased demand and therefore opportunity within technical fields. The requisite for many technical jobs is a degree from a two-year instructional program.

Post-secondary Schools and Instructional Programs

It is essential in a follow-up survey of high school graduates to know and quantify continuing educational activities, i.e., how many are pursuing or have completed further education degrees earned, and types of schools attended. It is of particular interest and useful additionally to know which schools are attended and what instructional programs are undertaken. Each year graduates are asked to describe the programs in which they have either earned degrees or are presently enrolled. The specific instructional programs are coded using a comprehensive classification system, which is detailed enough to identify programs as technical, professional, vocational or trade.¹¹

Completed and those currently enrolled instructional programs are listed by graduating class years in Appendices A and B, respectively.

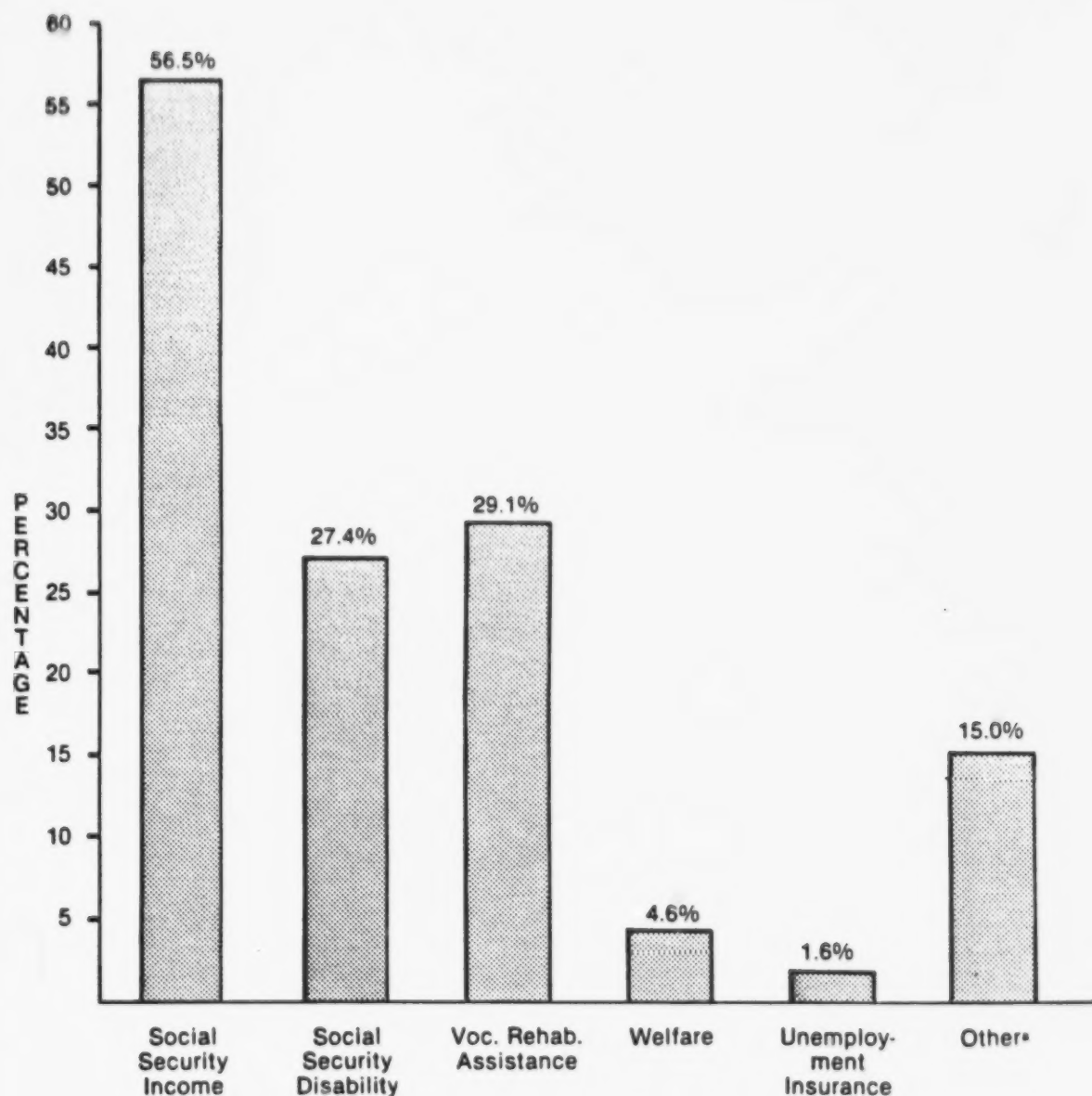
The diversity of programs the graduates are reporting expand each succeeding year of the survey. There are also certain technical and academic areas pursued consistently, reflecting existent programs offered. In scanning the Appendices, particularly Appendix B, for the most recent graduating class's current activities there emerges a slight increase in 'Accounting' and 'Business Administration' enrollees. 'Computer and Information Sciences' continues to grow as does the number taking 'Data Processing' courses. There were fewer currently enrolled in 'Education' areas and 'Medical Records', and no 'Optical Technologies', or Photographic related areas. One reported 'Graphics and Printing Communications', but there were none in Printing Press Operations. This evinces a change both from some of the more academic concentrations, i.e., 'Education', 'Mathematics', 'Psychology' and 'Liberal Arts', frequently cited among older graduates, and from some of the traditional post-secondary programs deaf high school graduates have pursued in technical and vocational fields (see Appendix A - Those who have earned degrees). Again this is a reflection of changes in programs made available to deaf students and in turn, job market trends.

Sources of Income Other than Wages and Salaries

The questionnaire asks graduates to check any/all of six sources of additional income they are receiving. The major source of non wage or salary income, as illustrated in Figure 13 (p. 47), continues to be Supplemental Security Income benefits. Over the past surveys percentages receiving SSI have gradually increased, but hovered around the low 30's percent range. This year 56.5 percent of the sample reported receiving SSI benefits. Also increased, though not as dramatically, were percentages receiving Social Security Disability benefits and Vocational Rehabilitation benefits, each close to six percent over the previous year. Welfare recipients and those on Unemployment Insurance remained proportionately low, the latter being the lowest (1.6 percent) rate observed thus far. In keeping with all previous years, the response rate to the category 'Other' fell at 15 percent, only a 2 percent variance over three years.

Increasing percentages of graduates are reporting SSI benefits received. Since eligibility requirements have not changed over the past three years, an explanation for this greater usage lies possibly in two factors. Within many schools and deaf associations there has been a greater effort made to inform deaf students of their eligibility and need to apply for SSI benefits. And secondly, vocational rehabilitation counselors, operating often under tightening budgets, are ensuring referrals for these benefits.

Figure 13. SOURCES OF INCOME OTHER THAN SALARIES AND WAGES FOR GRADUATE RESPONDENTS OUT OF THE LABOR FORCE OR UNEMPLOYED



NOTE: Percentages are of the total number of sources checked by respondents. More than one choice could be checked by a respondent.

*Other often included family financial support.

IV. Conclusions

Over the past four survey years of the Secondary School Graduate Follow-Up Program, the labor force and educational activities of deaf high school graduates have been closely observed and analyzed. The numbers responding to the survey are only a sampling of the population of graduated deaf secondary students at large, and information gathered from them is volunteered. Yet the feedback offers evidence for what might otherwise remain speculative with regard to the status of deaf secondary school graduates.

Educators and counselors of the deaf are able to observe changes and to note emergent trends in the relative functioning of these graduates over time and to the population as a whole.

As pointed out in the previous year's study, deaf secondary graduates face challenges over and above those of their hearing peers as they make their way into the adult world. It was noted that when economic times are in slump, the effect on the deaf graduates can be two-fold. The best way to combat unemployment or 'marginal' employment is through education and training. And as seen over the past several years, deaf secondary graduates are pursuing post-secondary education at increasing rates. This year 12.3 percent had completed one to three years of post-secondary education and 4.7 percent, four years and above. This compares with 5.6 percent and 2.6 percent, respectively, over a decade ago.¹² The numbers and types of degree programs offered to and pursued by deaf students has expanded - double the programs in just three years. There has also been a shift among categories of occupations pursued. Both educational and occupational patterns have

reflected trends in the job market. The percentages of graduates earning degrees generally, and in technical areas relating to business and computer science specifically, continue to rise. Correlated with the degree programs pursued is a 10 percent increase this year in enrollment at two year schools over last year alone. Coincidentally, enrollment at four-year colleges dropped this year (42.8 percent in 1983 and 30.2 percent this year), as did related program enrollment in the Social Science and Education areas (see Appendices A and B for specific instructional programs).

Diversification in educational pursuits among the deaf high school graduates has been progressive these past few years. As would be expected, changes in types of occupations have followed. Each year greater percentages of graduates are reporting jobs in the 'Managerial and Professional Specialty' group of occupations. This year for females in particular there was a significant increase (3.4 percent in 1983 to 9.3 percent this year). Still, the graduates are employed half as often in this occupational category as for the population overall. Male graduates continue to be employed most often as operatives - double the national rates, and the majority of females are employed in ever increasing numbers within the 'Technical, Sales and Administrative Support' category. As explained previously, this category contains all of the clerical and data entry jobs, as well as technicians and technologists.

College graduates continue to have labor market advantages over other workers generally, and most managerial and professional specialty occupations are held by college graduates. Moreover, they have higher

salaries, lower unemployment and higher labor force participation rates.¹³ The implications for deaf graduates are clear. The increase in managerial and professional specialty positions held relates to the greater numbers earning college degrees. But also evident is the fact that for deaf high school graduates, earning a college degree is doubly important if they are to participate in the labor force, be employed more fully, and have incomes competitive with their hearing peers nationally.

This year labor force participation rates were much improved over last year, even among the most recent graduates. The respondents showed equivalent rates to the nation. Unemployment rates decreased both nationally and among the graduates. The improvement for graduates was a relative one however, since rates among those aged 20-24 remained three times those for the same age nationally. The respondent group aged 25-54 saw the greatest improvement in unemployment rates. They were still well above national rates, but double instead of triple as they were in last year's survey. Male respondent's unemployment rates were much improved this year though females saw only small gains. This was also the case for the population in general.

Despite a brighter picture for employment among deaf graduates, salary information reported revealed an earnings discrepancy between graduates and workers nationally within all categories of occupations. This gap widened further from the previous survey, where a difference was first noted. Female respondents continued to earn the least, and proportionately less relative to males than reported last year.

In spite of employment and earnings disparities, graduates responding to the current survey expressed positive feelings overall about their jobs and fewer indicated discouragement as a reason for not participating in the labor force.

College degrees and training which provides current, competitive skills to meeting the demands of the labor market continue to emerge as foremost in importance to deaf secondary graduates. But deaf high school and college graduates may also require some additional training. Knowledge of the necessity to update one's skills, and how to achieve mobility, that is, promotions, pay raises, new functions within a job and ultimately, a career if desired, appears equally crucial. Training of this sort may help to close the gap in the earnings and employment levels within occupational categories observed between deaf graduates and the rest of the population.

Footnotes

- ¹ U.S. Department of Labor Statistics, News: USDL 84-44, January 1984.
- ² U.S. Department of Labor Statistics, News: USDL 84-44, January 1984.
- ³ Employment and Earnings U.S. Department of Labor Bureau of Labor Statistics, February, 1984: "Full and part-time status of the civilian labor force by sex, age."
- ⁴ 1980 Census of Population Occupational Classification System Detailed Occupational Categories, June 10, 1980.
- ⁵ U.S. Department of Labor Statistics, News: USDL 84-102, March 9, 1984.
- ⁶ U.S. Department of Labor, Statistics, News: USDL 84-237, May 24, 1984.
- ⁷ U.S. Department of Labor Statistics, News: USDL 84-237, May 24, 1984.
- ⁸ Employment and Earnings. U.S. Bureau of Labor Statistics. "Persons not in the labor force by reason, sex and age," January, 1984.
- ⁹ Employment and Earnings. U.S. Bureau of Labor Statistics. "Persons not in labor force by reason, sex and age," January, 1984.
- ¹⁰ A Guide to College/Career Programs for Deaf Students, 1981 Edition. College and Career - Programs for Deaf Students, 1983 Edition.
- ¹¹ Malitz, G., A classification of instructional programs. U.S. Department of Education, National Center for Education Statistics. Washington D.C., 1981.
- ¹² Schein, Jerome D. and Delk, Marcus T., Jr. The Deaf Population of the United States. National Association for the Deaf, Silver Springs, Maryland, 1974.
- ¹³ U.S. Department of Labor Statistics, News: USDL 84-388, August 31, 1984.

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U.S. Department of Labor, Bureau of Labor Statistics. The Employment Situation: February 1984 (News. USDL 84-102, March 9, 1984). Washington, D.C. 20212.

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U.S. Department of Labor Bureau of Labor Statistics. Labor Market Advantages Continue for College Graduates (News. USDL 84-388, August 21, 1984). Washington, D.C. 20212.

APPENDIX A

Those Who Have Earned Additional Degrees Since High School
Programs

<u>GRADUATING CLASS</u>	<u>PROGRAM</u>	<u>NUMBER</u>
1963	Business and Office, Other	1
	Education of the Deaf and Hearing Impaired	1
	Education, General	1
	Electrical, Electronics, & Communications Engineering	1
	English, General	1
	Home Economics, General	1
	Liberal/General Studies	1
	Library Science	3
	Machine Tool Operation	1
	Mathematics, Education	1
	Mathematics, General	3
	Mechanical Drafting	1
	Social Work, General	1
	Typing, General	1
	Undecided, or No Response	1
1973	Accounting	3
	Automotive Body Repair	2
	Automotive Mechanics	1
	Business Administration	1
	Chemistry	1
	Commercial Photography	1
	Computer and Information Sciences	1
	Design, Other	1
	Education of the Deaf & Hearing Impaired	1
	Electrical, Electronics, & Communications Engineering	1
	Electromechanical Technology	1
	Engineering, Technologies	1
	English, General	3
	General Office Clerk	1
	History	1
	Liberal/General Studies	2
	Printing Press Operations	1
	Psychology, General	1
	Specific Learning Disabilities	1
	Typing, General	1
	Welding, Brazing & Soldering	2
1979	Accounting	2
	Architectural Design & Construction Technolgo	1
Those Who Have Earned Additional Degrees Since High School		

Programs

<u>GRADUATING CLASS</u>	<u>PROGRAM</u>	<u>NUMBER</u>
	Architectural Drafting	2
	Automotive Body Repair	1
	Business Data Processing & Related Program	1
	Carpentry	1
	Central Supply Technology	1
	Commercial Art	1
	Computer Programming	1
	Data Processing	2
	Electromechanical Technology	1
	General Office Clerk	1
	Liberal/General Studies	1
	Machine Tool Operation	3
	Manufacturing Technology	1
	Photography	1
	Social Work, General	1
	Tool and Die	1
1981	Child Development	1
	Data Processing	2
	Graphic Arts	1
	Machine Tool Operation	2
	Optical Technology	1
	Photography	1
	Secretarial and Related Programs, General	1
	Typing, General	1
	Welding, Brazing, & Soldering	3
	Word Processing	1

APPENDIX B
Those Currently in School
Programs

<u>GRADUATING CLASS</u>	<u>PROGRAM</u>	<u>NUMBER</u>
1963	General Office Clerk	1
1973	Accounting	1
	Architecture	1
	Business Administration & Management	1
	Business Data Entry Equipment Operations	2
	Computer and Information Sciences, General	2
	Computer Programming	2
	Computer Servicing Technology	1
	Drafting, General	1
	Education of the Deaf & Hearing Impaired	2
	Education, General	1
	Electrical, Electronics & Communications Engineering	1
	Geology	1
	Physical Education	1
	Public Policy	1
1979	Automotive Body Repair	1
	Biology, General	1
	Business Administration	3
	Business Data Processing & Related Programs	2
	Computer and Information Sciences	1
	Data Processing	2
	Education, General	1
	Electrocardiograph Technology	1
	Electronic Technology	1
	English, General	2
	Marine Propulsion Technology	1
	Mechanical Engineering	1
	Physical Education	1
	Printing Press Operations	1
	Psychology, General	1
	Rehabilitation Counseling	1
	Social Work, Medical	1
	Undecided, or No Response	1
1981	Accounting	1
	Accounting, Bookkeeping, & Related	1
	Automotive Technology	1

Those Currently in School

Programs

<u>GRADUATING</u> <u>CLASS</u>	<u>PROGRAM</u>	<u>NUMBER</u>
	Business & Management, General	1
	Business Administration	1
	Chef/Cook	2
	Chemical Technology	1
	Child Development & Guidance	1
	Communication Skills	1
	Computer and Information Sciences, General	3
	Computer Programming	1
	Cosmetology	1
	Data Processing	5
	Diesel Engine Mechanic	1
	Drafting, General	1
	Dramatic Arts	1
	Educational Media Technology	1
	Electronic Technology	1
	Liberal/General Studies	3
	Medical Laboratory Technology	1
	Optical Technology	1
	Photographic Technology	1
	Physical Education	1
	Psychology, General	2
	Recreation Therapy	2
	Secretarial and Related Programs, General	1
	Social Work, General	2
	Undecided, or No Response	6
1983	Accounting	6
	Accounting, Bookkeeping & Related	2
	Architectural Design & Construction Technology	2
	Automotive Body Repair	1
	Automotive Mechanics	3
	Bookkeeping	2
	Business & Management, General	1
	Business Administration & Management	4
	Business and Office, Other	1
	Carpentry	1
	Chef/Cook	2
	Commercial Art	1
	Computer and Information Sciences, General	8
	Computer Engineering	1
	Computer Programming	4
	Data Processing	10
	Developmental Psychology	1
	Those Currently in School	

Programs

<u>GRADUATING CLASS</u>	<u>PROGRAM</u>	<u>NUMBER</u>
	Drafting & Design Technology	2
	Drafting, General	1
	Education, General	2
	Electromechanical Technology	4
	General Office Clerk	1
	Graphic & Printing Communications, General	1
	Graphic Arts	2
	Interior Design	1
	Liberal/General Studies	1
	Machine Tool Operation	1
	Management Information Systems	1
	Medical Records	1
	Psychology, General	2
	Secretarial	1
	Social Work, General	1
	Special Training, No Code	2
	Teacher Education, General Programs	1
	Typing, General	2
	Undecided, or No Response	29
	Welding, Brazing, and Soldering	1
	Word Processing	1

APPENDIX C
Those Who Have Earned Another Degree
Graduating Class 1963
Schools Attended

<u>STATE</u>	<u>COLLEGE</u>	<u>NUMBER</u>
DC	Gallaudet College	8
FL	Jefferson County Vocational Technical School	1
IL	Allied Institute of Technology University of Illinois	1 1
MD	University of Maryland Western Maryland College	2 1
TX	Great Southwest Industrial College Lee College Sam Houston State Teacher College Southwest Texas State University	1 1 1 1

Those Who Have Earned Another Degree

Graduating Class 1973

Schools Attended

<u>STATE</u>	<u>COLLEGE</u>	<u>NUMBER</u>
AZ	Maricopa Skill Center	1
CA	California State University, Hayward	2
DC	Gallaudet College	7
ID	College of Southern Idaho	3
IL	Waubensee Community College	2
LA	Delgado Community College	1
MD	Western Maryland College	1
MN	Anoka-Hennepin Vocational Technical Institute	1
MO	Southwest MO State University	1
NE	Northeastern Technical Community College	1
NY	Rochester Institute of Technology	5
OK	Oklahoma State University School Technical Training	1
TX	Lee College	1

Those Who Have Earned Another Degree

Graduating Class 1979

Schools Attended

<u>STATE</u>	<u>COLLEGE</u>	<u>NUMBER</u>
FL	Tampa Technical Institute	3
MN	St. Paul Technical Vocational Institute	3
	White Bear Vocational Technical #916	1
NH	New Hampshire Vocational Technical College	1
NY	Rochester Institute of Technology	10
OH	Ohio State	1
OR	Chemeketa Community College	1
PA	Automotive Training Center	1
	Mount Aloysius Junior College	1

Those Who Have Earned Another Degree

Graduating Class 1981

Schools Attended

<u>STATE</u>	<u>COLLEGE</u>	<u>NUMBER</u>
CT	Northwestern Connecticut Community College	1
IA	Iowa Western Community College	1
IL	Waubonsee Community College	4
MI	Monroe Community College	1
MN	St. Paul Technical Vocational Institute	1
	White Bear Vocational Technical #916	1
NY	Rochester Business Institute	1
	Rochester Institute of Technology	4
TX	Texarkana Community College	1

APPENDIX D
Those Who Are Currently in School
Graduating Class 1963
Schools Attending

<u>STATE</u>	<u>COLLEGE</u>	<u>NUMBER</u>
WA	Seattle Central Community College	1

Those Who Are Currently in School

Graduating Class 1973

Schools Attending

<u>STATE</u>	<u>COLLEGE</u>	<u>NUMBER</u>
AZ	Arizona State University	1
	Olendale Community College	1
CA	California State University - Northridge	1
	College of San Mateo	1
CO	Community College of Denver	1
DC	Gallaudet College	2
	George Washington University	1
FL	St. Petersburg Vocational Technical Institute	1
	Washington-Holmes Area Vocational Technical Center	1
MD	Western Maryland College	1
MS	Hinds Jr. College	1
	University of Southern Mississippi	1
NJ	Rutgers University College of Engineering	1
OK	Central State University Oklahoma	1
TN	Tennessee Temple University	1
TX	Corpus Christi State University	1
VT	Castleton State College	1

Those Who Are Currently in School

Graduating Class 1979

Schools Attending

<u>STATE</u>	<u>COLLEGE</u>	<u>NUMBER</u>
CA	Contra Costa College	1
DC	Gallaudet College	6
FL	Florida Junior College, Jacksonville	1
	Lindsey Hopkins Technical Education Center	1
	Miami-Dade Community College	1
IL	Triton Community College	1
MI	Detroit Lakes Vocational Technical	1
	Royal Oak (S.E.V.C.O.), Michigan	1
MS	Calin Natchez Campus	1
NY	Rochester Institute of Technology	2
OH	McKim Technical Institute	1
	University of Toledo	1
OK	East Central Oklahoma University	1
PA	University of Pennsylvania	1
WA	Big Bend Community College	1

Those Who Are Currently in School

Graduating Class 1981

Schools Attending

<u>STATE</u>	<u>COLLEGE</u>	<u>NUMBER</u>
CA	American River College	1
	California State University-Hayward	2
	Modesto Junior College	1
	Ohlwe College	1
DC	Gallaudet College	10
FL	Lindsey Hopkins Technical Education Center	2
	St. Augustine Technical Center	1
	St. Petersburg Vocational Technical Institute	1
IL	Triton Community College	1
	University of Illinois	1
	Waubensee Community College	1
KS	Johnson CO Community College	1
MD	Catonsville Community College	1
MI	Madonna College	1
	Monroe Community College	1
	Monroe County Adult Education	1
MN	Dakota County Vocational Technical	1
	Faribault Area Technical Vocational Institute	1
	University of Minnesota (Main Campus)	1
	White Bear Vocational Technical #916	1
NC	Central Piedmont Community College	1
	Gardner-Webb College	1
NY	Rochester Institute of Technology	8
OR	Chemeketa Community College	1
PA	Mount Aloysius Junior College	2
	Peirce Junior College	1
TX	Southwest Collegiate Institute for the Deaf	1
	Texas State Tech	
WA	Seattle Central Community College	1
Those Who Are Currently in School		

Graduating Class 1983

Schools Attending

<u>STATE</u>	<u>COLLEGE</u>	<u>NUMBER</u>
CA	American River College	1
	California State University - Hayward	2
	Diablo Valley College	1
	Marin Educational Foundation	1
	Mesa College	1
	Ohlone College	4
	Santa Rosa Community College	1
CT	Central Connecticut State University	1
	Mohegan Community College	1
DC	Gallaudet College	21
FL	Erwin Vocational Technical Center	3
	Florida Junior College, Jacksonville	1
	Lindsey Hopkins Technical Educational Center	1
	Miami-Dade Community College	2
	St. Augustine Technical Center	1
	St. Petersburg Junior College	2
	St. Petersburg Junior College, Clearwater	3
	Tampa Technical Institute	2
ID	Ricks College	1
IL	College of Dupage	3
	Lincoln Land Community College	1
	Marine Valley Community College	1
	North Central College	1
	Northern Illinois University	5
	Waubensee Community College	2
	William Rainey Harper College	2
LA	Baton Rouge Vocational Technical Institute	1
	Delgado Community College	1
MD	Frederick Community College	1
MI	Monroe Community College	2
MN	St. Paul Technical Vocational Institute	3

Those Who Are Currently in School

Graduating Class 1983

Schools Attending

<u>STATE</u>	<u>COLLEGE</u>	<u>NUMBER</u>
NY	Rochester Institute of Technology	26
OR	Chemeketa Community College	1
	Clatsop College (Community)	1
PA	Lincoln Technical Institute	1
	Mount Aloysius Junior College	1
	Northampton County Area Community College	1
	The Community College of Philadelphia	1
TX	Cedar Valley College	1
	El Centro College	1
	Texas State Technical Institute	3
WA	Seattle Central Community College	2

GRADUATE FOLLOW-UP QUESTIONNAIRE

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Dear Graduate,

We want to know what you are doing now. This information can help us to improve our school. We need to know about your present educational experiences, your work experiences, and your thoughts about our school.

We promise **we will NOT use your name or address** when we talk or write about the information you give us. Your name will remain private.

If you have any questions about this project, please contact the school and we will try to answer your questions.

I agree to answer the questions on this paper.

X _____
Your signature Date

- You must sign your name (we can't use your answers without your signature),
- You should write your answers to the questions on this paper,
- Please mail the question paper to this school today. (It is OK to have other people help you to complete the question paper if you need assistance; but *only you can sign it*).

1. Name _____
(first) (middle) (last)

2. For **married** women: What was your **family name** when you were in this school?:

(maiden, family name) _____

3. Your **Home Address**: _____
(number) (street)

_____ (town/city) (state) (zip)

4. Your Address at **School**, or **Temporary Address**: (fill in only if different from home address)

_____ (number) (street)

_____ (town/city) (state) (zip)

5. Do you have?: (mark the one you have)

☐ Voice Telephone ☐ TTY ☐ TDD ☐ MCM ☐ None

The telephone number is: _____
(area code) (number)

6. Social Security Number: - -

7. What year were you born in?: _____ 8. What year did you graduate from this school?: _____

9. Sex: ☐ Male ☐ Female

10. Are you?: (mark one)

☐ White (Non-Hispanic) ☐ Black (Non-Hispanic) ☐ Hispanic ☐ Asian or Pacific Islander
☐ American Indian or Alaskan Native ☐ Other _____

11. Mark the one that is true for you:

☐ Never Married ☐ Married now ☐ Separated ☐ Divorced ☐ Widowed

12. For **Married** people - is your husband or wife?:

☐ Hearing ☐ Hard of Hearing ☐ Deaf

(Please turn page and continue)

SCHOOL QUESTIONS

13. Since you graduated from **this** school (your high school) have you had?:

- ☐ Continuing education or adult education courses (**not** in a degree program)
- ☐ Apprenticeship training for your job
- ☐ Special training for license
- ☐ College courses for a degree
- ☐ None (go to question number 24, please)

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14. Did you get a degree from another school? ☐ Yes ☐ No (go to question number 19, please)

15. Circle the **highest** degree you have already earned:

- | | | | | | | |
|--|---------------------------------------|-----------------------------------|------------|-----------|---------|----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| High school
Diploma
or Certificate | Certificate
(after
high school) | Diploma
(after
high school) | Associates | Bachelors | Masters | Ph.D.
(doctorate) |

16. What is the name of the school where you received your **highest** degree?

_____ (name of school) _____ (state) _____ *

17. What kind of school was it? (where you received your **highest** degree) (choose one):

☐ ☐ ☐ ☐ *

- ☐ Vocational or Trade School
- ☐ Technical College
- ☐ Two-year College (community college)
- ☐ Four-year College (undergraduate)
- ☐ Graduate School (after bachelor's degree)
- ☐ Other (explain) _____

18. What did you study? (your major or specialty area)

☐ ☐ ☐ ☐ ☐ ☐

19. Are you in **school now**? ☐ Yes ☐ No (go to question number 24, please)

20. In your school now, are you?: (choose one)

- ☐ Full-time student (12 course credits or more of classes each week)
- ☐ Part-time student (less than 12 course credits of classes each week)

21. What is the name of the school you go to now?

_____ (name) _____ (state) _____ *

22. What kind of school is it? (choose one)

☐ ☐ ☐ ☐

- ☐ Vocational or Trade School
- ☐ Technical College
- ☐ Two-year College (community college)
- ☐ Four-year College (undergraduate)
- ☐ Graduate School (after bachelor's degree)
- ☐ Other (explain) _____

23. What are you studying? (your major or specialty area)

☐ ☐ ☐ ☐ ☐ ☐

JOB QUESTIONS

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24. Do you work for pay now? (mark the **one** that is true for you)

- ☐ Yes, I have a job (go to question 25 and continue)
☐ No, I do not have a job, I am looking for a job (go to question 33, page 3)
☐ No, I do not have a job, I am not looking for a job (go to question 35, page 3)

ONLY FOR THOSE WHO HAVE A JOB:

25. Where do you work? (name of company) _____

_____ / _____ / _____ / _____
 (street) (town/city) (state) (zip)

26. What kind of business or industry is it? (for example: a college, hospital, social service, a maker of airplane parts)

27. What is the name of your job? _____

28. What are the activities or duties that you do on your job most of the time?:

29. How many hours do you usually work **each week**? (mark one)

- ☐ 35 hours or more each week
☐ Less than 35 hours each week

30. How often do you get a paycheck? (mark one)

- ☐ every week ☐ every two weeks ☐ two times a month ☐ once a month
☐ other (explain) _____

31. We would like some information about your pay. Look at the pay information on your paycheck (SEE EXAMPLE)

a) What is your **FULL PAY** on your paycheck, **before deductions**?

Full pay (GROSS) \$ _____

b) What is the pay you **TAKE HOME**, after deductions?

Take home pay (NET) \$ _____

EXAMPLE

INDUSTRIAL THINGS, INCORPORATED		702035
Pay <u>Two Hundred and Seventy Two and 80/100</u> DOLLARS		net pay 272.80
TO THE ORDER OF <u>Frank D. Allen</u>		DATE <u>Nov. 21, 1981</u>
BUCKEYE STATE BANK COLUMBUS, OH 43206		BY <u>[Signature]</u>

INDUSTRIAL THINGS, INCORPORATED		BANK ACCT. NO. 300151		DEDUCTIONS	
DOC. SEC. NO. 000 24 1038	PAY DATE 11-21-81	NET PAY \$272.80	DIRECT DEPOSIT NO. 000 31 81122		
EARNINGS		CURRENT	YEAR TO DATE	TAXES	
REG	300.00			TAXABLE INCOME	345.00
OT	45.00			FEDERAL TAX	44.80
OTHER				STATE TAX	
GROSS PAY	345.00			FICA	12.60
				NET PAY	272.80

Frank D. Allen		SICK		VAC		HOL	
HOURS							
REG	40						
OT/OT	4						

PERIOD DATE

32. How do you feel about these parts of your job?
 (circle the number that says how you feel)

- a) My pay?
 b) The activities and duties on my job?
 c) Education or training that my company gives me?
 d) My supervisor (boss)?
 e) The people that I work with?
 f) The help that my company gives me and other deaf people on the job?

	Very Unhappy	Often Unhappy	Not Sure	Often Happy	Very Happy
a)	1	2	3	4	5
b)	1	2	3	4	5
c)	1	2	3	4	5
d)	1	2	3	4	5
e)	1	2	3	4	5
f)	1	2	3	4	5

* 33. How did you find the job you have now? (mark **each one** YES or NO)

Yes No

- ☐ ☐ visited a State Employment Service
- ☐ ☐ visited a Private Employment Service
- ☐ ☐ answered a want ad
- ☐ ☐ gave an application to an employer
- ☐ ☐ had an interview with an employer
- ☐ ☐ received Job help from a Vocational Rehabilitation Counselor
- ☐ ☐ Other (explain) _____

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(go to question number 37 and finish answering the questions)

ANSWER QUESTION NUMBERS 34 AND 35 IF YOU ARE NOT WORKING, AND YOU ARE LOOKING FOR A JOB.

34. Have you looked for a job in the past 4 weeks? ☐ Yes ☐ No

35. Have you done any of these things in the past 4 weeks?: (mark **each one** YES or NO)

Yes No

- ☐ ☐ visited a State Employment Service
- ☐ ☐ visited a Private Employment Service
- ☐ ☐ answered Want Ads
- ☐ ☐ given an application to an employer
- ☐ ☐ had an interview with an employer
- ☐ ☐ received Job help from a Vocational Rehabilitation Counselors
- ☐ ☐ Other (explain) _____

(go to question number 37 and finish answering the questions)

Answer question number 36 if you are NOT WORKING and you are NOT LOOKING for a job.

36. Are you?: (mark **each one** YES or NO)

Yes No

- ☐ ☐ going to school
- ☐ ☐ too sick to work
- ☐ ☐ staying at home to take care of family
- ☐ ☐ not able to get child care help
- ☐ ☐ not able to find a job
- ☐ ☐ thinking employers are not hiring
- ☐ ☐ thinking you need more skills
- ☐ ☐ other (explain) _____

37. Do you get money now from?: (mark **each one** YES or NO)

Yes No

- ☐ ☐ Social Security (Income)
- ☐ ☐ Social Security (Disability Benefits)
- ☐ ☐ Vocational Rehabilitation (VR)
- ☐ ☐ Welfare
- ☐ ☐ Unemployment Insurance
- ☐ ☐ Other (explain) _____

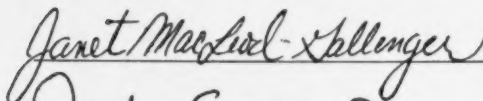
38. Do you own land, your home, or some other building?: ☐ Yes ☐ No

ATTENTION! Before you finish, please write your thoughts about this school on the other paper that is included with this question paper. We want your thoughts for making this school better for our students.

THANK YOU FOR YOUR HELP.

The 1983-84 school year is the fifth year of gathering information from graduates. The Program would be meaningless without the participation of the schools themselves and the project coordinators appointed by each of these schools. We also acknowledge the Conference of Educational Administrators Serving the Deaf for their continued support of the Program.

We thank the alumni of these secondary programs for the deaf who have the trust, and take the time, to respond to and return the questionnaires.

 Janet MacLeod-Gallinger
NTID Program Coordinator

 Dr. Judy Egelston-Dodd
NTID Program Manager

Please direct questions concerning the project or procedures to:

Janet MacLeod-Gallinger
Division of Career Opportunities
National Technical Institute for the Deaf
Rochester Institute of Technology
1 Lomb Memorial Drive
Rochester, NY 14623
(716) 475-6507



Rochester Institute of Technology

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